DOCUMENT RESUME

ED 458 905 JC 020 016

TITLE	NVCC Students in Developmental and ESL Courses: Fall 1995 to Fall 1999. Research Report. Developmental Studies Series.
INSTITUTION	Northern Virginia Community Coll., Annandale. Office of Institutional Research.
REPORT NO	NVCC-OIR-RR-12-01; Ser-1
PUB DATE	2001-08-00
NOTE	29p.; For Research Report 12-00, see ED 453 877.
AVAILABLE FROM	For full text: http://www.nv.cc.va.us.oir/oirindex.html.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Age; Community Colleges; Developmental Studies Programs; *English; *English (Second Language); *Enrollment; Enrollment Trends; Ethnicity; *Remedial Instruction; *Remedial Mathematics; Sex; Two Year Colleges
IDENTIFIERS	*Northern Virginia Community College

ABSTRACT

This document discusses the enrollment of Northern Virginia Community College (NVCC) students in developmental English, developmental math, and English-as-a-Second-Language (ESL) courses. Students examined were first-time students, transfer students, continuing students, and returning students. Enrollment statistics and demographic data from fall of 1995 to fall of 1999 are presented. Highlights include: (1) enrollment in these courses increased by 24%--approximately 8% of students were enrolled in developmental English, 7% in developmental math, and 6% in ESL; (2) from 1995 to 1999, the total percentage of NVCC students enrolled in developmental English courses rose from 7% to 9%, with an equal distribution of male and female students (51% male and 49% female); of those students, the majority were white (51%), and 72% of them were under the age of 21; (3) enrollment for developmental math increased by 22% from 1995 to 1999; the majority of these students was female (52%) and were white (58%); and a large percentage of them were also under the age of 21 (59%); and (4) enrollment in ESL courses increased by 26%, with highest numbers enrolled in reading and writing courses; most of the ESL students were female (57%). A summary is included at the end of the document, along with the institution's mission and goals. (Contains 16 tables and 12 figures.) (CJW)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 458 905

DEVELOPMENTAL STUDIES SERIES: No. 1

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

G. Gabrich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Research Report No. 12-01

Office of Institutional Research
Northern Virginia Community College

IC020016

August 2001

BEST COPY AVAILABLE

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

The purpose of the Office of Institutional Research is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution's success in accomplishing its mission.

ASSOCIATE DEAN FOR INSTITUTIONAL RESEARCH AND ANALYSIS

Dr. George E. Gabriel

STAFF MEMBERS

Margret Chang

Johan Dennett

Louise Herzfeld

Linda Hoffman

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nv.cc.va.us/oir

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

Table of Contents

Page

Abstract 1

Introduction 2

Section 1: Students in Developmental and/or ESL Courses 3

Section 2: Students in Developmental English Courses 5

Section 3: Students in Developmental Mathematics Courses 11

Section 4: Students in ESL Courses 16

Summary 21

List of Tables

Page

Table 1: Students Enrolled in Developmental and/or ESL Courses 3

Table 2: Students Enrolled in Developmental English Courses 6

Table 3: Students Enrolled in Developmental English Courses by Home Campus 7

Table 4: Students Enrolled in Developmental English Courses by Gender 7

Table 5: Students Enrolled in Developmental English Courses by Race 8

Table 6: Students Enrolled in Developmental English Courses by Age 9

Table 7: Students Enrolled in Developmental Math Courses 11

Table 8: Students Enrolled in Developmental Math Courses by Home Campus 12

Table 9: Students Enrolled in Developmental Math Courses by Gender 13

Table 10: Students Enrolled in Developmental Math Courses by Race 13

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

List of Tables (Continued)

Page

Table 11: Students Enrolled in Developmental Math Courses by Age 14

Table 12: Students Enrolled in ESL Courses 16

Table 13: Students Enrolled in ESL Courses by Home Campus 17

Table 14: Students Enrolled in ESL Courses by Gender 18

Table 15: Students Enrolled in ESL Courses by Race 19

Table 16: Students Enrolled in ESL Courses by Age 20

List of Figures

Page

Figure 1: Number of Students Enrolled in Developmental and/or ESL Courses 4

Figure 2: Proportion of Fall Students Who Were Enrolled in Developmental and/or ESL Courses 4

Figure 3: Proportion of Fall NVCC Students Enrolled in Developmental English Courses 6

Figure 4: Five Year Average of Students Enrolled in Developmental English Courses by Race 8

Figure 5: Five Year Average of Students Enrolled in Developmental English Courses by Age 9

Figure 6: Proportion of Fall NVCC Students Enrolled in Developmental Math Courses 12

Figure 7: Five Year Average of Students Enrolled in Developmental Math Courses by Race 14

Figure 8: Five Year Average of Students Enrolled in Developmental Math Courses by Age 15

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

List of Figures (Continued)

Page

Figure 9: Proportion of Fall NVCC Students Enrolled in ESL Courses 17

Figure 10: Students Enrolled in ESL Courses by Home Campus, Fall 1995 and Fall 1999..... 18

Figure 11: Students Enrolled in ESL Course by Race, Fall 1995 and Fall 1999 19

Figure 12: Five Year Average of Students Enrolled in ESL Courses by Age 20

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

Abstract

This report examines enrollments in developmental English, developmental math, and ESL courses at Northern Virginia Community College (NVCC) from the fall 1995 to the fall 1999 semester. The cohort included NVCC first-time students, transfer students, continuing students, and returning students who were enrolled in one or more developmental and/or ESL courses.

From fall 1995 to fall 1999, the number of students enrolled in developmental and/or ESL courses increased by 1,444 (an increase of approximately 24%). Over the five-year period, an average of 8% of all NVCC students were enrolled in developmental English courses, 7% were enrolled in developmental math courses, and 6% were enrolled in ESL courses.

The percent of students enrolled in developmental English courses increased from 7% of the total NVCC population in the fall 1995 semester to 9% in the fall 1999 semester. Of those students enrolled in developmental English courses, the largest number was enrolled in English 009. There was approximately an even division between male and female students during the fall 1995 through fall 1999 semesters (51% male students and 49% female students). The majority of those enrolled in developmental English courses were White students (51%) and 72% of the students were 21 years of age and younger.

Overall, the number of students who were enrolled in developmental math courses increased by 22% from fall 1995 to fall 1999. The proportion of all NVCC students that enrolled in developmental math courses also increased during this time, from 6% of the NVCC population in fall 1995 to 8% in the fall 1999 semester. The majority of the students in developmental math courses were female (52%) and White students (58%). Fifty-nine percent (59%) of the students in developmental math courses were 21 years of age and younger.

From fall 1995 to fall 1999, enrollment in ESL courses increased by 26% (from 1,967 students to 2,470 students). Enrollments were typically the highest in courses offering instruction in reading and composition. The majority of the ESL students were female (57%). Approximately 44% of those enrolled in ESL courses were Asian students and 22% were Hispanic students. Twenty-eight percent of the respondents were 21 years of age and younger and 27% of the students were 30 to 44 years of age.

NVCC STUDENTS IN DEVELOPMENTAL AND ESL COURSES: FALL 1995 TO FALL 1999

Introduction

This report examines enrollments in developmental English, developmental math, and English as a Second Language (ESL) courses at Northern Virginia Community College (NVCC) from the fall 1995 to the fall 1999 semester. Developmental courses at NVCC are designed to help students develop skills needed for success in the College's courses and curricula. Students whose scores on placement tests fail to qualify them for admission to courses carrying college credit are advised to enroll in developmental courses. The developmental courses offer students the opportunity to acquire and develop skills that will help ensure their readiness for college-level work.

This report presents information on enrollments in developmental English, developmental math, and ESL courses for the College and for each campus separately. In addition, demographic information is provided on the students enrolled in these courses during five fall semesters (fall 1995 to fall 1999). The cohort included NVCC first-time students, transfer students, continuing students, and returning students who were enrolled in one or more developmental and/or ESL courses.[1]

This report is presented in four sections. Section 1 presents the total enrollments in developmental English, developmental math, and ESL courses during the fall 1995 through fall 1999 semesters. In Section 2, enrollments in developmental English courses for both the College and by each NVCC campus are examined. In addition, analyses by gender, race, and age are presented for the students enrolled in developmental English courses. Students who enrolled in developmental math courses are examined in the same manner in Section 3, followed by a similar analysis in Section 4 of students who enrolled in ESL courses. A summary concludes the report.

[1] A related OIR study, *First-Time Students in Developmental and ESL Courses at NVCC: Fall 1995 to Fall 1999*, No. 11-01, presents enrollment and demographic data for first-time students with no prior college experience who were enrolled in developmental and ESL courses during the fall 1995 through fall 1999 semesters.

Section 1: Students in Developmental and/or ESL Courses

This section presents headcounts in developmental English, developmental math, and ESL courses. Table 1 shows the number of NVCC students who were enrolled in developmental and/or ESL courses during the fall 1995 through fall 1999 semesters. The students are counted only one time within each category, even though they may have taken more than one course. Table 1 also presents the proportion of all NVCC students who were enrolled in developmental English courses, developmental math courses, and ESL courses.

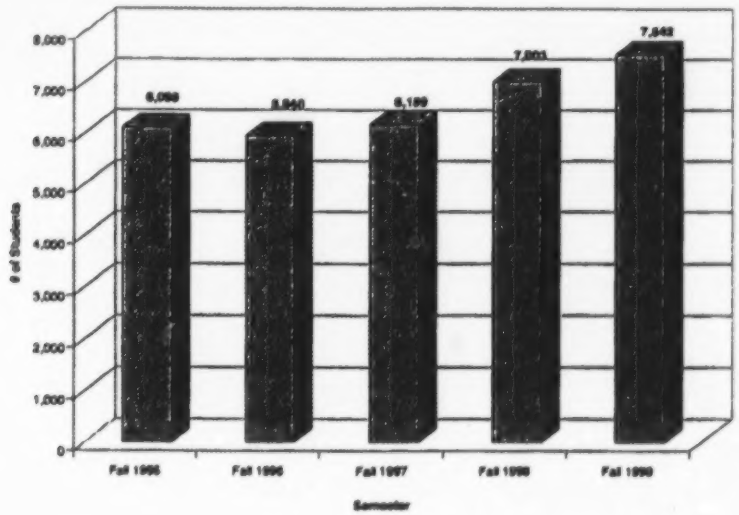
Each semester, a larger number of students were enrolled in developmental English courses compared to either developmental math or ESL courses (see Table 1). Enrollments in developmental math were the second largest, followed by those in ESL. Over the five-year period, an average of 8% of all NVCC students were enrolled in developmental English courses, 7% were enrolled in developmental math courses, and 6% were enrolled in ESL courses.

Table 1: Students Enrolled in Developmental and/or ESL Courses

Semester	Dev. English Courses	% of Fall NVCC Student Headcount	Dev. Math Courses	% of Fall NVCC Student Headcount	ESL Courses	% of Fall NVCC Student Headcount	All Dev. & ESL Courses (Unduplicated Headcount)	% of Fall NVCC Student Headcount
	#	%	#	%	#	%	#	%
Fall 1995	2,545	6.68	2,336	6.13	1,967	5.16	6,098	16.01
Fall 1996	2,600	7.16	2,315	6.38	1,808	4.98	5,940	16.36
Fall 1997	2,701	7.43	2,405	6.62	1,932	5.32	6,159	16.95
Fall 1998	3,074	8.22	2,686	7.18	2,187	5.85	7,003	18.72
Fall 1999	3,285	8.72	2,850	7.57	2,470	6.56	7,542	20.02

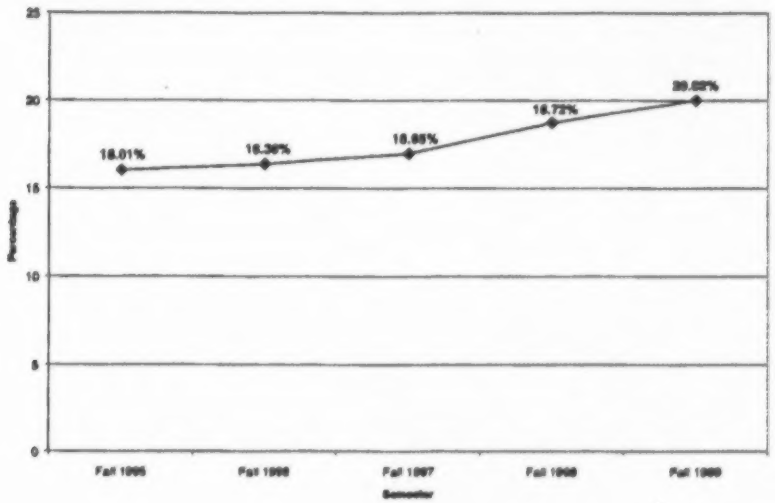
As seen in Figure 1, the number of students enrolled in developmental and/or ESL courses increased from the fall 1995 to the fall 1999 semester. By fall 1999, there were 1,444 more students enrolled in developmental and/or ESL courses than in fall 1995, an increase of approximately 24%. The largest increase in the number of students enrolled in developmental and ESL courses occurred from fall 1997 to fall 1998 (844 students) (see Figure 1).

Figure 1: Number of Students Enrolled in Developmental and/or ESL Courses



The proportion of NVCC students taking developmental and/or ESL courses also increased from fall 1995 to fall 1999. Overall, the percentage of students enrolled in developmental and/or ESL courses increased from 16% of the total NVCC population in fall 1995 to 20% in fall 1999 (see Figure 2).

Figure 2: Proportion of Fall Students Who Were Enrolled in Developmental and/or ESL Courses



BEST COPY AVAILABLE

Section 2: Students in Developmental English Courses

Section 2 presents student enrollment patterns in developmental English courses from the fall 1995 to the fall 1999 semester. The number and percent of students enrolled in developmental English courses are given for the College and for each campus separately. In addition, analyses are provided of the students enrolled in developmental English courses by gender, race, and age.

Students who fail to achieve minimum scores on the English Placement Test or the English Proficiency Test (EPT for non-native speakers) are advised as to which developmental course(s) they need to take before seeking admission to English 111 and other college-level courses at NVCC. The College offers six developmental English courses designed to prepare students for college-level English and other courses. English 001 and English 003 prepare students for college writing; English 002 helps students improve spelling and vocabulary skills; English 004 and English 005 teach reading improvement skills. English 009 offers individualized instruction in writing and provides support for students simultaneously enrolled in English 111, a composition course that is one of the requirements in many of the College's programs.[2]

As shown in Table 2, there were 740 more students enrolled in developmental English courses in fall 1999 compared to fall 1995, an increase of 29%. The largest number of developmental English students were enrolled in English 009. The number of students enrolled in English 009 increased from 1,283 in fall 1995 to 1,821 in fall 1999, a 42% increase during the five-year period (see Table 2).

There were also annual increases in the number of students enrolled in English 001. The number of students in English 001 more than doubled from 250 students in the fall 1995 semester to 548 students in the fall 1999 semester (see Table 2).

In English 003, enrollments fluctuated from one fall semester to another. However, the fall 1999 enrollment was larger than the fall 1995 enrollment (18% increase). Similarly, enrollments in English 004 also fluctuated. Again, the fall 1999 enrollment was higher than the fall 1995 enrollment (18% increase) (see Table 2).

Approximately 13% fewer students were enrolled in English 005 in the fall 1999 semester compared to the fall 1995 semester. English 002 had a relatively small number of enrollments each fall semester (see Table 2).

---

[2] Course enrollments are included in Table 2 for the following developmental English courses: English 001—Preparing for College Writing I; English 002—Spelling and Vocabulary Study; English 003—Preparing for College Writing II; English 004—Reading Improvement I; English 005—Reading Improvement II; English 009—Individualized Instruction in Writing.

Table 2: Students Enrolled in Developmental English Courses

Semester	English 001	English 002	English 003	English 004	English 005	English 009	Unduplicated Headcount	% of Fall NVCC Student Headcount
	#	#	#	#	#	#	#	%
Fall 1995	250	42	393	241	580	1,283	2,545	6.7
Fall 1996	289	14	422	195	442	1,478	2,600	7.2
Fall 1997	322	28	409	208	397	1,574	2,701	7.4
Fall 1998	460	18	389	239	441	1,816	3,074	8.2
Fall 1999	548	23	462	285	506	1,821	3,285	8.7

As shown in Figure 3, the percent of students enrolled in developmental English courses increased from approximately 7% of the total NVCC population in the fall 1995 semester to 9% in the fall 1999 semester.

Figure 3: Proportion of Fall NVCC Students Enrolled in Developmental English Courses

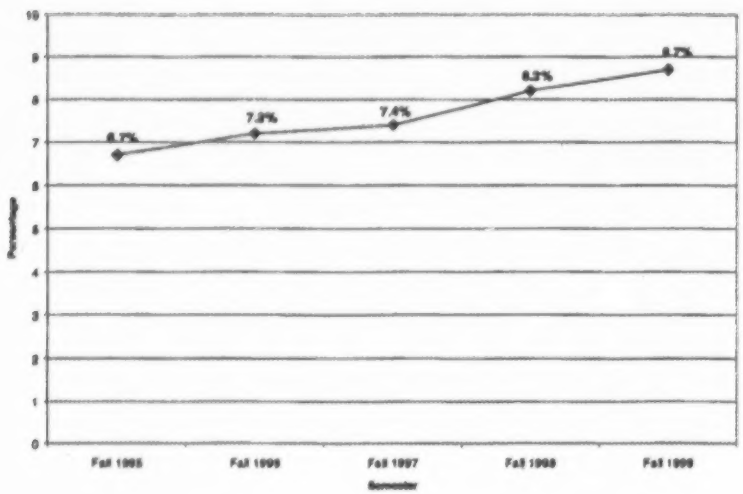


Table 3 presents the number and percent of NVCC students enrolled in developmental English courses by home campus. During the five fall semesters, the largest percent of developmental English students were from the Annandale Campus (41%). Approximately 20% of the students enrolled in developmental English courses were from the Alexandria Campus, followed by 15% from the Woodbridge Campus, 12% from the Loudoun Campus, and 11% from the Manassas Campus. The distribution of students in developmental English courses among the five campuses was similar to the distribution of fall semester total enrollment at NVCC.

BEST COPY AVAILABLE

The number of students enrolled in developmental English courses increased from fall 1995 to fall 1999 at each campus. The largest increases were at the Annandale and Alexandria campuses where, in both cases, enrollments grew by 35% between fall 1995 and fall 1999 (see Table 3).

Table 3: Students Enrolled in Developmental English Courses by Home Campus

Home Campus	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Alexandria	503	19.8	525	20.2	483	17.9	627	20.4	677	20.6	2,815	19.8
Annandale	965	37.9	1,056	40.6	1,228	45.5	1,287	41.9	1,306	39.8	5,842	41.1
Loudoun	326	12.8	306	11.8	331	12.3	373	12.1	418	12.7	1,754	12.4
Manassas	335	13.2	296	11.4	274	10.1	335	10.9	376	11.4	1,616	11.4
Woodbridge	416	16.3	417	16.0	385	14.2	452	14.7	508	15.5	2,178	15.3
Total	2,545	100.0	2,600	100.0	2,701	100.0	3,074	100.0	3,285	100.0	14,205	100.0

Table 4 presents the number of students enrolled in developmental English courses by gender from fall 1995 to fall 1999. Overall there were a slightly larger percentage of male students enrolled in developmental English courses (51%) than female students (49%). With the exception of fall 1995 and fall 1999, the proportion of males enrolled in developmental English courses was greater than the proportion of females.

Table 4: Students Enrolled in Developmental English Courses by Gender

Gender	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	1,273	50.0	1,391	53.5	1,401	51.9	1,550	50.4	1,625	49.5	7,240	51.0
Female	1,272	50.0	1,209	46.5	1,300	48.1	1,524	49.6	1,660	50.5	6,965	49.0

Table 5 presents the students enrolled in developmental English courses analyzed by race. It can be seen that the proportion of Black and Hispanic students increased slightly from the fall 1995 to fall 1999 semesters (by 1% and 2% respectively), while the proportion of both White and Asian students fell during this period (each by 3%).

As shown in Table 5, White students constituted the largest proportion of students enrolled in developmental English courses from the 1995 to 1999 fall semesters (approximately 51%). The number of White students enrolled in developmental English courses increased each fall semester (from 1,339 to 1,633 students). However, the proportion of White students among those enrolled in developmental English courses declined from 53% in fall 1995 to 50% in fall 1999. (During the same time period, the proportion of White students in the total NVCC population declined at a faster pace—from 63% in fall 1995 to 55% in fall 1999.)

The proportion of Black students in developmental English courses increased slightly (less than 1%) from the fall 1995 to fall 1999 semester. In addition, the proportion of Black students in developmental English courses in fall 1999 (17%) was similar to their proportion of the total NVCC population in fall 1999 (16%). However, the number of Black students in developmental English courses increased by slightly more than a third from fall 1995 to fall 1999 (see Table 5).

Enrollments in developmental English courses by Asian students also fluctuated. The proportion of Asian students in developmental English courses declined from 15% in fall 1995 to 12% in fall 1999, while their proportion of the total NVCC fall population remained approximately the same (13%) during this time (see Table 5).

The proportion of Hispanic students in developmental English courses increased slightly, growing from 12% in fall 1995 to 14% in fall 1999. (Hispanic students were less than 10% of the NVCC population in fall 1999.) The number of Hispanic students in developmental English courses also increased by 164 students from fall 1995 to fall 1999. The number and proportion of students categorized as "Other" also increased during this time (see Table 5).

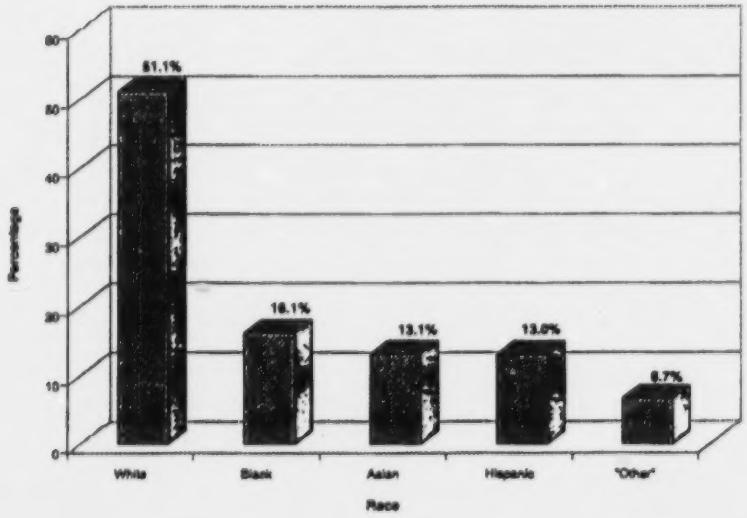
Table 5: Students Enrolled in Developmental English Courses by Race

Race	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
White	1,339	52.6	1,358	52.2	1,424	52.7	1,501	48.8	1,633	49.7	7,255	51.1
Black	410	16.1	402	15.5	400	14.8	518	16.9	555	16.9	2,285	16.1
Asian	373	14.7	355	13.7	356	13.2	390	12.7	383	11.7	1,857	13.1
Hispanic	295	11.6	331	12.7	330	12.2	435	14.2	459	14.0	1,850	13.0
Other*	128	5.0	154	5.9	191	7.1	230	7.4	255	7.7	958	6.7

* Native American students were placed in the "Other" category due to low enrollment numbers.

Figure 4 presents the five-year average of students enrolled in developmental English courses analyzed by race. As shown, the largest proportion of those enrolled in developmental English courses were White students (51%) followed by Black students (16%). In addition, 13% of those enrolled in developmental English courses were Asian students, 13% were Hispanic students, and 7% were students who categorized themselves as "Other."

Figure 4: Five Year Average of Students Enrolled in Developmental English Courses by Race



BEST COPY AVAILABLE

As shown in Table 6, students age 21 years and under were the largest age group of those enrolled in developmental English courses from fall 1995 through fall 1999. Overall, this group accounted for approximately 72% of the enrollments. The proportion of students age 21 and under increased from 69% in fall 1995 to 76% in fall 1999. In contrast, during this time period students age 21 years and under accounted for approximately 30% of the total NVCC fall population.

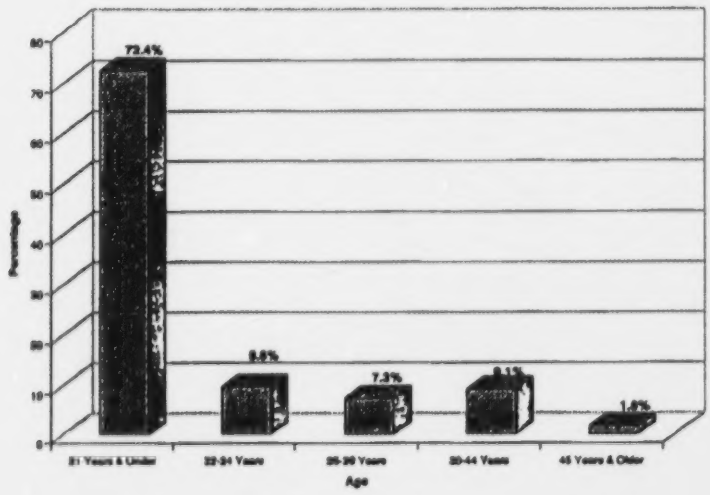
Enrollments of students in other age groups either decreased to some extent or increased only slightly between fall 1995 and fall 1999. Students between 30 to 44 years of age, had the largest decrease in developmental English course enrollments, from 11% in fall 1995 to 8% in fall 1999.

Table 6: Students Enrolled in Developmental English Courses by Age

Age of Students	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
21 Years & Under	1,761	69.2	1,858	71.5	1,925	71.3	2,259	73.5	2,479	75.5	10,282	72.4
22-24 Years	261	10.2	276	10.6	275	10.2	271	8.8	280	8.5	1,363	9.6
25-29 Years	208	8.2	209	8.0	209	7.7	210	6.8	199	6.0	1,035	7.3
30-44 Years	279	11.0	214	8.2	247	9.1	281	9.2	275	8.4	1,296	9.1
45 Years & Older	36	1.4	43	1.7	45	1.7	53	1.7	52	1.6	229	1.6

Figure 5 presents the average percentage, from fall 1995 to fall 1999, of students enrolled in developmental English courses analyzed by age. As shown, the majority of the students were 21 years of age and under (72%), followed by approximately 10% of the students who were 22-24 years of age. Less than 2% of the students enrolled in developmental English courses were 45 years of age and older.

Figure 5: Five Year Average of Students Enrolled in Developmental English Courses by Age



BEST COPY AVAILABLE

Based upon the demographic data provided in Tables 4, 5, and 6, a general profile of students enrolled in developmental English courses can be made. Overall, there was almost an even division between male and female students during the fall 1995 through fall 1999 semesters (51% male students and 49% female students). The majority of those enrolled in developmental English courses were White students (51%). In addition, a large majority (72%) of the students were 21 years of age and younger.

Section 3: Students in Developmental Mathematics Courses

This section examines NVCC student enrollments in developmental math courses for the College and by each campus during the fall 1995 through fall 1999 semesters. In addition, this section provides analyses of student enrollments in developmental math courses by gender, race, and age. Students included in the analyses were enrolled in one or more developmental math courses from fall 1995 to fall 1999.

NVCC requires students to take a math placement test before enrolling in many of the math courses offered by the College. Students' test scores are used to determine which math course(s) are appropriate for them. Those who fail to achieve minimum scores for admission to college math courses can enroll in developmental courses to increase their proficiency in mathematics. Developmental math courses are designed to help students develop their mathematical competencies sufficiently to succeed in college courses or to fulfill curricular requirements.[3]

Overall, enrollments in developmental math courses increased by 514 students (22% increase). As shown in Table 7, enrollments increased from 2,336 students in fall 1995 to 2,850 students in fall 1999. Some of the developmental math courses had increases in enrollment levels from fall 1995 to fall 1999, while other courses had decreases in the number of enrolled students. Enrollments declined in Mathematics 001, dropping from 912 students in fall 1995 to 657 students in fall 1999. Enrollments in Mathematics 006 also decreased during this time period, by approximately 41%. The number of students enrolled in Mathematics 007 did not change significantly during the five fall semesters.

In contrast, enrollments in Mathematics 002 doubled between fall 1995 and fall 1999, with the largest increase occurring between the fall 1995 and fall 1996 semesters. The number of students who enrolled in Mathematics 003 and Mathematics 004 also increased by 52% and 42% respectively (see Table 7).

Table 7: Students Enrolled in Developmental Math Courses

Semester	Math 001	Math 002	Math 003	Math 004	Math 006	Math 007	Unduplicated Headcount	% of Fall NVCC Student Headcount
	#	#	#	#	#	#	#	%
Fall 1995	912	182	672	536	39	8	2,336	6.1
Fall 1996	693	273	741	592	19	13	2,315	6.4
Fall 1997	558	345	841	651	21	4	2,405	6.6
Fall 1998	610	382	896	774	34	6	2,686	7.2
Fall 1999	657	394	1,019	763	23	7	2,850	7.6

[3] Course enrollments are included in Table 7 for the following developmental math classes: Mathematics 001—Developmental Mathematics; Mathematics 002—Arithmetic; Mathematics 003—Algebra I; Mathematics 004—Algebra II; Mathematics 006—Developmental Geometry; and Mathematics 007—Developmental Trigonometry.

Figure 6 presents the proportion of NVCC students who were enrolled in developmental math courses each fall semester. The proportion of NVCC students enrolled in developmental math courses increased during this time, from 6% of the NVCC population in fall 1995 to 8% in the fall 1999 semester.

Figure 6: Proportion of Fall NVCC Students Enrolled in Developmental Math Courses

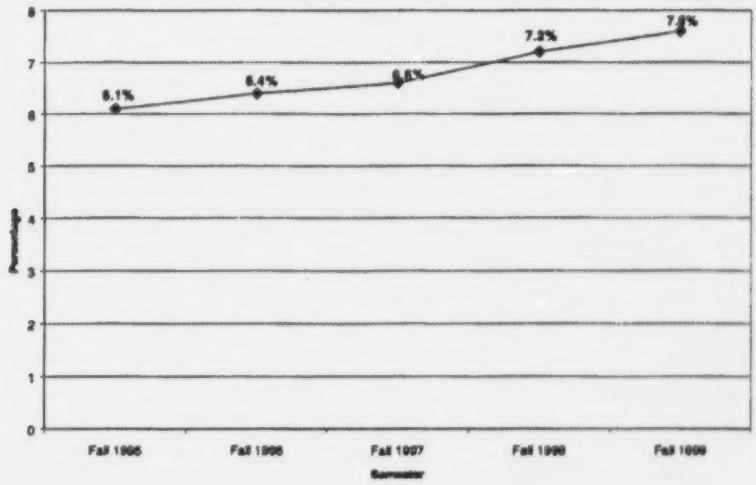


Table 8 shows the number and percentage of NVCC students enrolled in developmental math courses by home campus. Of the total number of students enrolled in developmental math courses during the fall 1995 to fall 1999 semesters, the largest percentage (38%) were enrolled at the Annandale Campus. This was followed by the Alexandria Campus where approximately 17% of the developmental math students were enrolled.

From fall 1995 to fall 1999, the number of students enrolled in developmental math courses at the Alexandria Campus increased by 40%. During this same time period, the number of students enrolled in developmental math courses at the Loudoun Campus increased by 34%, the Woodbridge Campus increased by 20%, the Annandale Campus increased by 17%, and the Manassas Campus increased by 6% (see Table 8).

Table 8: Students Enrolled in Developmental Math Courses by Home Campus

Home Campus	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Alexandria	371	15.9	414	17.9	433	18.0	459	17.1	519	18.2	2,196	17.4
Annandale	888	38.0	866	37.4	970	40.3	1,037	38.6	1,043	36.6	4,804	38.2
Loudoun	320	13.7	294	12.7	307	12.8	386	14.4	428	15.0	1,735	13.8
Manassas	354	15.1	374	16.2	339	14.1	379	14.1	376	13.2	1,822	14.4
Woodbridge	403	17.3	367	15.8	356	14.8	425	15.8	484	17.0	2,035	16.2
Total	2,336	100.0	2,315	100.0	2,405	100.0	2,686	100.0	2,850	100.0	12,592	100.0

BEST COPY AVAILABLE

Table 9 presents the students enrolled in developmental math courses analyzed by gender. Each fall semester, from 1995 to 1999, the majority of the students enrolled in developmental math courses were female.

Table 9: Students Enrolled in Developmental Math Courses by Gender

Gender	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	1,079	46.2	1,145	49.5	1,159	48.2	1,254	46.7	1,374	48.2	6,011	47.7
Female	1,257	53.8	1,170	50.5	1,246	51.8	1,432	53.3	1,476	51.8	6,581	52.3

Table 10 presents the students enrolled in developmental math courses by race. White students were the majority of those enrolled in developmental math courses during the fall 1995 to 1999 semesters (58%). Although the number of White students enrolled in developmental math courses increased during this time, the proportion decreased considerably—from 64% of the students enrolled in developmental math courses in fall 1995 to 54% in fall 1999. At the same time, the proportion of Hispanic students in developmental math courses rose from 10% to 13%, the proportion of Asian students increased from 7% to 9%, and the proportion of Black students increased from 15% to 16% (see Table 10).

Table 10: Students Enrolled in Developmental Math Courses by Race

Race	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
White	1,484	63.5	1,403	60.6	1,403	58.4	1,510	56.2	1,550	54.4	7,350	58.4
Black	354	15.2	386	16.7	395	16.4	466	17.3	468	16.4	2,069	16.4
Asian	160	6.8	171	7.4	200	8.3	218	8.1	261	9.2	1,010	8.0
Hispanic	230	9.8	251	10.8	267	11.1	330	12.3	380	13.3	1,458	11.6
Other*	108	4.7	104	4.5	140	5.8	162	6.1	191	6.7	705	5.6

* Native American students were placed in the "Other" category due to low enrollment numbers.

Figure 7 presents the average percentage, from fall 1995 to fall 1999, of the students enrolled in developmental math courses analyzed by race. The majority of the students during this time period were White students (58%), followed by Black students (16%) and Hispanic students (12%).

Figure 7: Five Year Average of Students Enrolled in Developmental Math Courses by Race

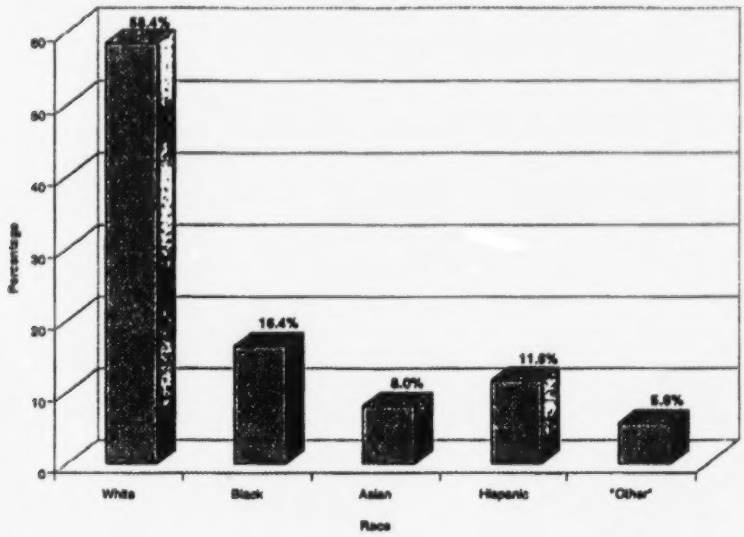


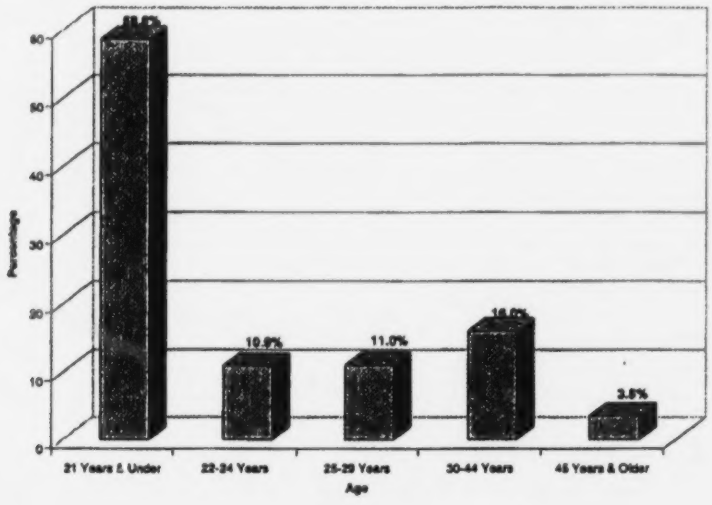
Table 11 and Figure 8 present enrollments in developmental math courses by student age. Overall, 59% of the students enrolled in developmental math courses were 21 years of age and younger. Both the number and percentage of students in this age group increased from fall 1995 to fall 1999 (from 53% to 62%). However, the proportion of students in other age groups decreased. The largest decrease occurred in the proportion of students 30 to 44 years of age (from 19% to 15%), followed by students 25 to 29 years of age (from 12% to 9%).

Table 11: Students Enrolled in Developmental Math Courses by Age

Age of Students	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
21 Years & Under	1,243	53.2	1,290	55.7	1,418	59.0	1,653	61.6	1,770	62.1	7,374	58.6
22-24 Years	271	11.6	271	11.7	268	11.1	256	9.5	301	10.6	1,367	10.9
25-29 Years	288	12.3	302	13.1	270	11.2	264	9.8	261	9.2	1,385	11.0
30-44 Years	439	18.8	373	16.1	370	15.4	408	15.2	431	15.1	2,021	16.0
45 Years & Older	95	4.1	79	3.4	79	3.3	105	3.9	87	3.0	445	3.5

BEST COPY AVAILABLE

Figure 8: Five Year Average of Students Enrolled in Developmental Math Courses by Age



Based on the data presented in Tables 9, 10, and 11, the majority of students enrolled in developmental math courses were female (52%) and White students (58%). Fifty-nine percent (59%) of students enrolled in developmental math courses during the fall 1995 through fall 1999 semesters were age 21 years and younger.

BEST COPY AVAILABLE

Section 4: Students in ESL Courses

Section 4 presents enrollments in English as a Second Language (ESL) courses during the fall 1995 through fall 1999 semesters. The number and percentage of students enrolled in ESL courses is provided for the College and for each campus. In addition, analyses of students enrolled in ESL courses by gender, race, and age are provided.

NVCC offers a wide range of ESL courses that emphasize the development of writing, reading, speaking, and listening skills necessary for success in college-level courses. Before enrolling in ESL or other courses, students whose first language is not English are required to take the English Proficiency Test (EPT). Test scores are used to help them select courses appropriate to their level of proficiency in English.

Table 12 shows the number of students enrolled in ESL courses from the fall 1995 through fall 1999 semesters.[4] After a slight decrease in enrollments in fall 1996, the number of students enrolled in ESL courses increased to 2,470 students by fall 1999. All of the ESL courses analyzed in this report had increases in the number of enrolled students from fall 1995 to fall 1999.

Enrollments were typically the highest in courses offering instruction in reading and composition. The size of the enrollments in ESL 005 (Reading I) and ESL 006 (Reading II) were similar, with slightly more students enrolled in the higher level reading course. A similar pattern occurred with ESL 011 (Composition I), ESL 012 (Composition II), and ESL 013 (Composition III), where the higher the course level, the higher the enrollments. The largest percentage increase occurred in ESL 007 (Oral Communications I), where the proportion of students who were enrolled in the course more than doubled between fall 1995 and fall 1999.

Table 12: Students Enrolled in ESL Courses

Semester	ESL 002	ESL 005	ESL 006	ESL 007	ESL 008	ESL 011	ESL 012	ESL 013	Other ESL*	Unduplicated Headcount	% of Fall NVCC Student Headcount
	#	#	#	#	#	#	#	#	#	#	%
Fall 1995	233	453	453	153	24	484	524	589	-	1,967	5.2
Fall 1996	219	402	422	109	19	438	463	564	-	1,808	5.0
Fall 1997	222	390	509	124	18	418	521	545	207	1,932	5.3
Fall 1998	255	511	541	270	18	512	566	555	444	2,187	5.9
Fall 1999	280	523	573	359	32	574	621	623	515	2,470	6.6

* "Other ESL" includes ESL 009, ESL 015, ESL 017, and ESL 019.

[4] The courses listed in Table 12 include the following: ESL 002--English as a Second Language II; ESL 005--English as a Second Language: Reading I; ESL 006--English as a Second Language: Reading II; ESL 007--English as a Second Language: Oral Communications I; ESL 008--English as a Second Language: Oral Communications II; ESL 011--English as a Second Language: Composition I; ESL 012--English as a Second Language: Composition II; ESL 013--English as a Second Language: Composition III.

Figure 9 presents the proportion of fall NVCC students enrolled in ESL courses. The proportion of fall NVCC students enrolled in ESL courses declined slightly from fall 1995 to fall 1996. From fall 1997 to fall 1999, the proportion of fall NVCC students enrolled in ESL courses increased from 5% to 7%.

Figure 9: Proportion of Fall NVCC Students Enrolled in ESL Courses

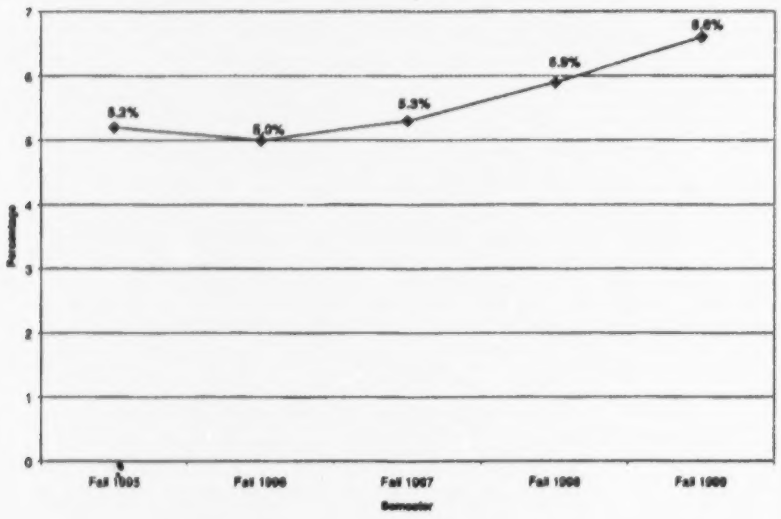


Table 13 displays the number and percentage of students enrolled in ESL courses by home campus. On average, the largest percentage of students enrolled in ESL courses were at the Annandale Campus (45%), followed by the Alexandria Campus (44%). Less than 12% of the students enrolled in ESL courses were at the Manassas, Loudoun, and Woodbridge campuses combined.

From fall 1995 to fall 1999, the largest increase in the number of students enrolled in ESL courses was at the Manassas Campus (109%). This was followed by the Loudoun Campus, where there was an 85% increase in the number of students enrolled in ESL courses (see Table 13).

Table 13: Students Enrolled in ESL Courses by Home Campus

Home Campus	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Alexandria	862	43.8	755	41.8	831	43.0	984	45.0	1,095	44.3	4,527	43.7
Annandale	914	46.5	854	47.2	896	46.4	944	43.1	1,049	42.5	4,657	44.9
Loudoun	95	4.8	114	6.3	124	6.4	150	6.9	176	7.1	659	6.4
Manassas	34	1.7	41	2.3	39	2.0	48	2.2	71	2.9	233	2.2
Woodbridge	62	3.2	44	2.4	42	2.2	61	2.8	79	3.2	288	2.8
Total	1,967	100.0	1,808	100.0	1,932	100.0	2,187	100.0	2,470	100.0	10,364	100.0

BEST COPY AVAILABLE

Figure 10 presents the proportion of students enrolled in ESL courses at each campus for fall 1995 and fall 1999. From fall 1995 to fall 1999, the proportion of ESL students who were at the Annandale Campus decreased by 4%. Conversely, the proportion of students enrolled in ESL courses increased at the Alexandria, Loudoun, and Manassas campuses. There was no change in the proportion of ESL students at the Woodbridge Campus from fall 1995 to fall 1999.

Figure 10: Students Enrolled in ESL Courses by Home Campus, Fall 1995 and Fall 1999

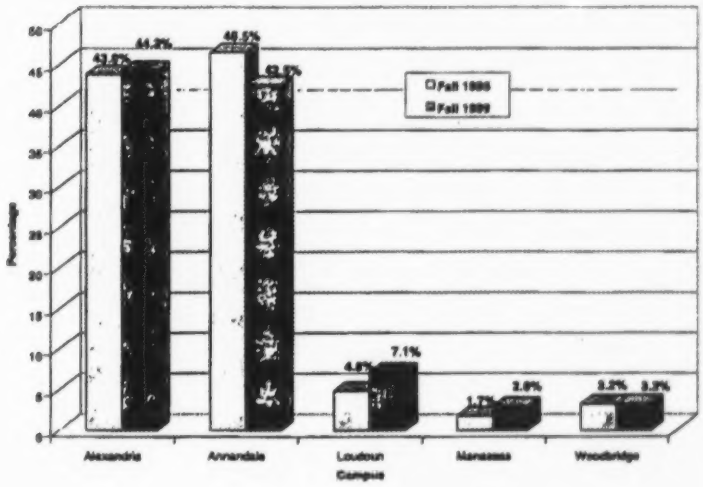


Table 14 presents the gender distribution of the students enrolled in ESL courses. Overall, there was a greater proportion of female students (57%) than male students (43%). From fall 1995 to fall 1999, the proportion of female students enrolled in ESL courses increased from 57% to 59%. During the same time period, there was a greater proportion of female students enrolled in ESL courses compared to developmental English courses (approximately 49%) or developmental math courses (approximately 52%).

Table 14: Students Enrolled in ESL Courses by Gender

Gender	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	845	43.0	828	45.8	866	44.8	934	42.7	1,024	41.5	4,497	43.4
Female	1,122	57.0	980	54.2	1,066	55.2	1,253	57.3	1,446	58.5	5,867	56.6

BEST COPY AVAILABLE

Table 15 presents students enrolled in ESL courses during the fall 1995 through fall 1999 semesters by race. During the time period, nearly twice as many Asian students were enrolled in ESL courses as compared to the next largest group, Hispanic students. The proportion of Asian students, however, dropped significantly during this period: from 52% in fall 1995 to 35% in fall 1999. At the same time, the proportion of Hispanic students in ESL courses remained approximately level.

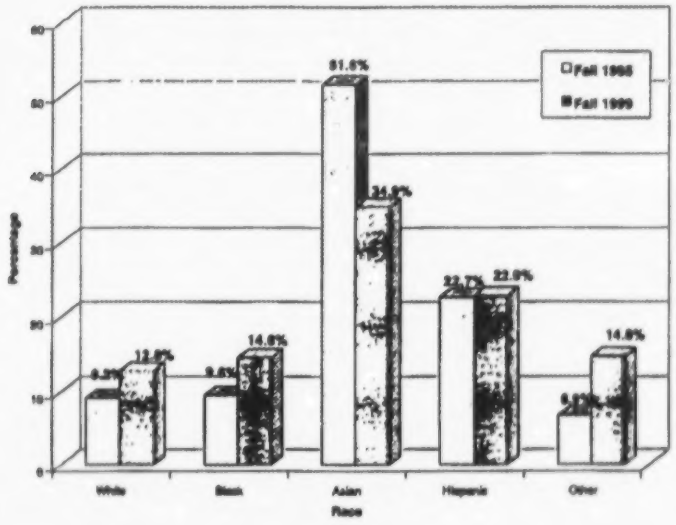
As shown in Table 15, the proportion of Black students enrolled in ESL courses increased by 5% while that of White students increased by 4%. The proportion of students enrolled in ESL courses, who identified themselves as belonging to the "Other" group, increased substantially (from 7% in fall 1995 to 15% in fall 1999).

Table 15: Students Enrolled in ESL Courses by Race

Race	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
White	181	9.2	209	11.6	209	10.8	238	10.9	316	12.8	1,153	11.1
Black	188	9.6	173	9.6	229	11.9	315	14.4	360	14.6	1,265	12.2
Asian	1,015	51.6	895	49.5	887	45.9	856	39.1	863	34.9	4,516	43.6
Hispanic	447	22.7	369	20.4	394	20.4	505	23.1	565	22.9	2,280	22.0
Other	136	6.9	162	8.9	213	11.0	273	12.5	366	14.8	1,150	11.1

Figure 11 presents the students enrolled in ESL courses by race for both the fall 1995 semester and the fall 1999 semester. The proportions of White, Black, Hispanic, and "Other" students enrolled in ESL courses increased from fall 1995 to fall 1999. The proportion of ESL students who were Asian, however, decreased from approximately 52% in fall 1995 to 35% in fall 1999.

Figure 11: Students Enrolled in ESL Course by Race, Fall 1995 and Fall 1999



BEST COPY AVAILABLE

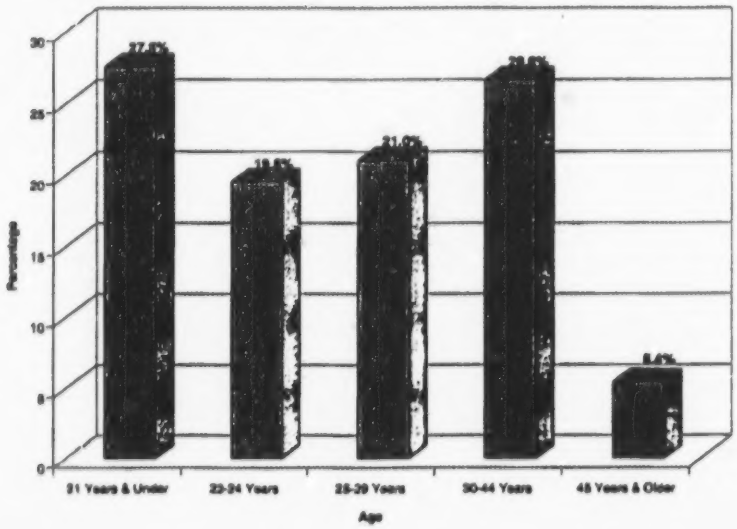
Table 16 presents the number and proportion of students enrolled in ESL courses analyzed by age. The proportion of students, 22 to 24 years old, declined approximately 3% from fall 1995 to fall 1999, while the proportions of the other groups increased slightly or stayed approximately the same. The age distribution of students in ESL courses differed significantly from that of students in developmental English courses and in developmental math courses. In both developmental English and developmental math courses, a large majority of students were 21 years of age and under.

Table 16: Students Enrolled in ESL Courses by Age

Age of Students	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
21 Years & Under	519	26.4	538	29.8	519	26.9	617	28.2	656	26.5	2,849	27.5
22-24 Years	406	20.6	374	20.7	401	20.7	409	18.7	436	17.7	2,026	19.5
25-29 Years	418	21.3	375	20.7	392	20.3	443	20.3	550	22.3	2,178	21.0
30-44 Years	526	26.7	428	23.7	519	26.9	602	27.5	681	27.6	2,756	26.6
45 Years & Older	98	5.0	93	5.1	101	5.2	116	5.3	147	5.9	555	5.4

As shown in Figure 12, the largest proportion of students enrolled in ESL courses were 21 years of age and under (28%). This was followed by students who were 30 to 44 years of age (27%). Nearly equal percentages of students (20%) were either 22 to 24 years of age or between 25 to 29 years of age. Students 45 years of age and older accounted for 5% of the students enrolled in ESL courses.

Figure 12: Five Year Average of Students Enrolled in ESL Courses by Age



A demographic profile shows that the majority of ESL students enrolled during the fall 1995 through fall 1999 semesters were female (57%). The largest racial/ethnic group was Asian students (44%), followed by Hispanic students (22%). Twenty-eight percent of the students enrolled in ESL courses were 21 years of age and under and 27% of the students were 30 to 44 years of age.

BEST COPY AVAILABLE

Summary

Both the number and percentage of NVCC students enrolled in developmental English, developmental math, and ESL courses increased between fall 1995 and fall 1999. In addition, analysis of the student populations in each subject area by gender, race, and age revealed that changes occurred in the composition of these groups during the same time period.

The number of students enrolled in developmental English, developmental math, and/or ESL courses increased by nearly a fourth between fall 1995 and fall 1999. In each subject area, the largest increase in the number of enrolled students occurred in the fall 1998 and fall 1999 semesters. More students were enrolled in developmental English courses than in developmental math or ESL courses during the fall 1995 through fall 1999 semesters.

The percentage of NVCC students enrolled in both developmental courses and/or ESL courses also increased from 16% of the total NVCC population in fall 1995 to 20% in fall 1999. Specifically, 8% of fall NVCC students were enrolled in developmental English courses, 7% of fall NVCC students were enrolled in developmental math courses, and 6% of fall NVCC students were enrolled in ESL courses.

In fall 1999, the majority of the students in ESL courses were female (59%). This was 3% higher than the proportion of females in the total fall NVCC population during the same time period. In developmental English and developmental math courses, enrollments were more evenly divided between male and female students.

From fall 1995 to fall 1999, the largest proportion of those enrolled in developmental English courses were White students. During this time, however, the proportion of White students enrolled in developmental English courses declined by 3%, as did the proportion of Asian students. The proportion of Black students enrolled in developmental English courses remained approximately the same, while that of Hispanic students grew by 2%.

White students were also the largest proportion of students enrolled in developmental math courses from fall 1995 to fall 1999. The proportions of Hispanic, Asian, Black, and "Other" students increased by small amounts (approximately 1% to 3%).

From fall 1995 to fall 1999, Asian students comprised the largest proportion of those enrolled in ESL courses (approximately 44%). During the time period examined in this report, the proportion of Hispanic students enrolled in ESL courses remained relatively the same, while the proportion of White and Black students increased by small amounts. The proportion of students enrolled in ESL courses, who identified themselves as belonging to the "Other" group, increased substantially during this period (from 7% in fall 1995 to 15% in fall 1999).

The age distribution of students in developmental English and developmental math courses differed from that in ESL courses. In ESL courses, the proportion of students age 21 and under was 28%, as compared to 59% of the students enrolled in developmental math courses and 72% of the students enrolled in developmental English courses. The proportion of students, age 21 and under, in developmental English courses increased from 69% in fall 1995 to 76% in fall 1999. In developmental math courses, the proportion of students 21

years of age and under increased from 53% to 62%. Decreases in the proportion of students, 30 to 44 years of age, occurred in both developmental English and developmental math courses during this time period.

NORTHERN VIRGINIA COMMUNITY COLLEGE

COLLEGE MISSION AND GOALS

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and through lifelong educational opportunities.

To achieve this mission, the following strategic goals for 2001-2003 are established:

Goal 1:
To provide a diverse, highly qualified, energetic, and dynamic faculty and staff dedicated to and enhancing student success.

Goal 2:
To develop and acquire adequate fiscal, capital, and community resources and to use them efficiently and effectively to provide the physical environment and tools necessary to assure student success.

Goal 3:
To provide an array of quality support services that enhance student success.

Goal 4:
To provide an instructional program that is accessible, affordable, and educationally sound that supports the needs of a diverse student body and enhances student success.